

## ANNUAL PROGRAM REVIEW FORM

### Section I - Reporting on Academic Year 2019-20 (due October 31, 2020)

Please submit this completed form to your Provost or designee. Brief summaries, bulleted lists, tables and/or visual representations are welcome.

#### A) Program

- Campus or Unit
  - AUNE
- Degree/Program/Concentrations
  - Masters in Clinical Mental Health Counseling
  - Post-Masters in Clinical Mental Health Counseling
  - Concentrations
    - Addictions
    - Trauma
- Person/Role Preparing Report
  - Dr. Ali Corey, Program Director
- Update materials in the [Program Profile](#) as needed (student learning outcomes, curriculum maps, etc.)

#### B) Report on AY 2019-20: Covid-19 Response

- How was program delivery and teaching changed due to covid-19?
  - Residency had to be adjusted from in-person to fully virtual
  - Our weekend-based classes had to be adjusted to fully virtual for the second weekend
  - [Field Experience Accommodations](#)
- How did those changes impact student learning?
  - [Evaluations from the residency](#) indicated in general that adjustments were effective and successful in providing the needed learning
  - We saw a significant shift for our weekend-based students. The majority of the 2019 cohort (6 total students) chose to shift from to the fully online delivery modality. They reported two reasons for this decision, the first being the COVID-19 changes to their classes (shift to fully online) and the financial difference in the delivery models that required them to pay more for the same delivery.
- How were academic plans impacted by COVID-19?
  - The majority of academic plans were not changed as all courses continued to be offered as scheduled
  - Students who were unable to find clinical placements due to COVID restrictions had to postpone their clinical courses.
  - A small number of students postponed residency due to the shift to online. However, some students chose to come to the online residency as it allowed them to attend without traveling.
- What else would be helpful to document about the impact of Covid-19 and your program's response?
  - Student resources, to include mental health support options, were shared as we saw many of our students struggling to cope with the emotional toll that the pandemic was having on them and their families. Students exhibited higher levels of stress, a greater need for faculty support,

and academic challenges based on the psychological impact that they were experiencing. As a faculty, we recognized the struggle our students were experiencing and chose to provide the following:

- Student meetings/support groups/coffee hours
- Increased flexibility with deadlines for assignments
- Additional synchronous sessions in courses that allowed students opportunities to reflect on what the pandemic has and will shift in their personal and professional lives.
- Discussions and support meetings that addressed the social injustices that were highlighted by the pandemic (medical, financial, housing, etc.).
- Faculty also experienced increased stress during this time. This was addressed by
  - Faculty check-in and support from PD
  - Reduction of mandated program meetings to allow for more connection to students
- Offered INPs for students who were unable to complete coursework to allow them additional time to complete their courses without negative impact on
- Planned changes for the weekend delivery model, to include shifting to fully online teaching during the weekends we had expected to be face-to-face for the Spring as well as adjusting the schedule for Fall of 2020 due to campus closures.

### **C) Cycle of Inquiry (optional)**

If your program engaged in a 2019-20 Cycle of Inquiry report the following:

- Describe the goal of the inquiry.
  - How can we better meet the CACREP standards that were identified as deficient in the CACREP evaluation?
    - Recruitment and retention of diverse faculty and students
    - Integration of Stakeholders in the development of the program objectives
  - How can we more effectively reach our programmatic goals address the feedback from the CACREP study through the development and approval of a CMHC Department rather than staying within the
- Tell what you learned as a result.
  - Creation of the CMHC Department was supported within the CMHC faculty and would be effective in meeting CACREP requirements.
    - We learned that there was high faculty support for the move to become our own department. Multiple meetings were held in the Spring of 2020 to help to develop an understanding of how the faculty envisioned this shift. A leadership structure was created and voted on as well as new representatives for each of those leadership positions. The program director assured that all CACREP requirements were met through the new department structure.
  - Recruitment and Marketing (Students)
    - Learned that while we do have a diverse student body, we are not utilizing a systematic process for recruitment given that we are unable to gain information about the marketing done by Wiley
    - Increased awareness that we do not have a intentional plan for the recruitment of diverse students
    - Need a more intentional and effective plan for recruitment
  - Recruitment of Diverse Faculty

- We had not previously been intentional about recruiting faculty from diverse backgrounds. During the 2019 hiring process, we were more intentional about this.
- A female faculty of color, Syntia Dietz, was hired and she continues to make a positive impact on the program and our students.
- Student Retention
  - We needed to have more intentional plans and action taken for retention of all students; however, this is especially important for our students who do not identify with the majority.
- Program Objectives
  - The objectives reflect a small number of the stakeholders perspectives and we need a more intentional approach to evaluation and implementation of feedback.
  - The stakeholders that were present provided positive feedback on current student learning objectives and no changes were made.
- Reflect on the effectiveness of the inquiry methods used.
  - Creation of Department
    - Large group meetings, small group meetings, and surveys were all utilized. When conversations became challenging, we brought in an outside mediator to assist in the process. While challenging, these methods were effective in creating the department structure and voting for new leadership.
  - Recruitment and Retention
    - Students: Focus of inquiry was on assessing what Wiley had been doing as a marketing partner. Meetings were held monthly with the marketing team over the past year in an attempt to gather data and assess methods utilized.
      - What we learned is that there is very little to no data available for the processes utilized by Wiley on how they are engaging in recruitment and that focusing the inquiry on the actions of Wiley will not provide us the needed data.
      - We must rely on our program and university to collect the data
    - Faculty: While we had effectively recruited a faculty member who represented a non-majority group, it was clear that we needed to assess more effectively the process in hiring. Faculty were asked to provide opinions and ideas about how to do this more effectively. However, it may have been effective to reach out to colleagues at other universities to ascertain how they have been effective in this area as well.
  - Program Objectives
    - Held two focus groups with stakeholders, to include site supervisors and alumni. While this was effective at the time, these meetings need to be held in an ongoing and systematic way. See actions planned.
- Specify any actions taken or planned.
  - New Department
    - Department formed and leadership took over in their roles as of July 2020.
    - Work Group developed to assess and develop more effective social justice pedagogy in our courses for the 2020 and 2021 academic year.
  - Recruitment
    - Action Taken
      - Held 3 meetings focused on the creation of racially diverse marketing materials and webpage design with Wiley. However, little was accomplished during these

meetings and this was brought back to our department to develop these materials more effectively and in line with our mission.

- Action Planned
  - Creation of the Associate Chair Role that will be focusing on the recruitment of a more diverse student body and faculty.
  - Survey students about where they heard about the program and what led them to apply (Include diversity questions) in the monthly admissions survey
  - Associate Chair is to create a list of historically black colleges in order to approach them with information about the program and offer information sessions for soon-to-be graduating students and alumni.
  - Survey new students about what helped them make the decision to enroll or not after completing the interview (Include diversity questions) in the end of semester admissions survey
  - Create a new hiring process (to include specific advertisements) aimed at recruiting diverse faculty, including adjuncts.
- Retention
  - Action Taken
    - Townhalls that started in May of 2020 and have continued bi-weekly since.
    - [Student Support](#) meetings were offered by faculty and student lead meetings were supported by faculty advisors.
  - Action Planned
    - Climate Surveys
    - Continued bi-weekly Town Hall Meetings
- Program Objectives
  - Action Taken
    - Meeting held June 2019 with all stakeholders to review program objectives
  - Action Planned
    - [Objective evaluation schedule](#) created
    - [Objective evaluation survey](#) created
    - Objective evaluation surveys to be sent out and feedback meeting to be held once a semester.
- Identify resources needed
  - Need support for faculty professional development, including teaching, citizenship, & scholarship that aligns with the counseling profession to enhance professional identity and faculty's professional goals.
  - Need ongoing support for our leadership structure created by the CMHC Program to ensure CACREP Standards are met regarding admissions, curriculum/evaluation, and student retention. Structure includes stipends and course releases that allow faculty to support the program in accordance with the CACREP Standards.
  - Need ongoing support from the Office of Institutional Effectiveness to collect the data needed for annual CACREP Vital Stats reports an implementation of the CMHC Evaluation Plan. There is data that CMHC needs to collect that the University is not currently collecting, but would benefit from collecting.

## D) Co-curricular Activity in AY 2019-20

- What, if any, co-curricular activities did your program offer during AY 2019-20?
  - During the 2019/2020 year, two faculty members advanced in an effort to re-ignite our CSI Chapter, which is the National Honor Society for Counselors. The first induction ceremony took place in March ([invitation](#)) and the chapter currently has 60 students.
- Was student learning assessed through either direct or indirect methods?
  - Yes, through direct methods. Data was collected in May of 2019.
  - [Student Learning Outcomes Data](#)
  - This data will be collected again in May of 2021

## E) Comprehensive or Specialized Program Review

- CACREP requires that the program evaluates student learning objectives yearly based on the annual data from student assignments. Three assignments have been identified to evaluate each SLO. Results of the data collection are below
  - *Student Learning Outcome # 1*: Students will demonstrate principles and standards of professional ethics in counseling and ethical decision-making informed by social justice.
    - Goal Met for all measures.
  - *Student Learning Outcome # 2*: Identify strategies needed to address institutional and social barriers that impede access, equity, well-being, and success for clients.
    - Goal Met for all measures.
  - *Student Learning Outcome # 3*: Students will demonstrate application of lifespan development and the capacity to integrate knowledge of developmental theory into practice with client case conceptualization.
    - Goal met for two out of three measures. Not enough data available to evaluate the third measure.
  - *Student Learning Outcome # 4*: Identify career development strategies that incorporate a focus on social justice and advocacy.
    - Goal met for all measures.
  - *Student Learning Outcome # 5*: Demonstrate counseling interventions that are underpinned by social justice.
    - Goal Met for all measures.
  - *Student Learning Outcome # 6*: Integrate application of CMHC and the awareness of the influence of social and cultural contexts on groups.
    - Goal met for three out of four measures. Course utilized for fourth measure not taught during 19/20 academic year.
  - *Student Learning Outcome # 7*: Students will demonstrate a broad understanding of different types of assessments, the selection and use of assessment tools, client assessment and diagnosis, trauma assessment, and the assessment of self-inflicted harm and danger to others.
    - Goal met for two out of three measures. Assignment utilized to assess third measure was not utilized due to COVID accommodations.
  - *Student Learning Outcome # 8*: Demonstrate knowledge of research methods and program evaluation components grounded in critical analysis and interpretation through application of culturally informed and socially just practices.
    - Goal met for all measures.
  - *Student Learning Outcome # 9*: Clinical Mental Health Counseling students will demonstrate an understanding of knowledge and competence in clinical mental health practice.
    - Goal met for all measures.
  - *Student Learning Outcome # 10*: From admissions through exit, students will demonstrate the attitudes, characteristics, and behaviors defined by the program as characteristics of exemplar counseling professionals.
    - Goal met for all measures.

After reviewing the data from the 2020-2021 CMHC Evaluation Plan, the following modifications were made to the 2021-2022 CMHC Evaluation Plan:

- 1) Maintain standard at a greater  $\geq 85\%$  (Very Good) for all measures that were met in 2020-2021. Upon review, faculty believe that evaluation measures may have been inflated due to COVID19 course adjustments to meet student needs. Therefore, we will maintain the standard of 85% to ensure accuracy in the next evaluation.
- 2) All new measures will be evaluated at  $\geq 80\%$  (Good).
- 3) Measures that were not met due to the course not being taught in that academic year assignment will be evaluated at the same standard of  $\geq 85\%$  (Very Good). Measures that were not met due to the assignment not being included in the course (adjustments made for COVID19), will also be evaluated at the same standard of  $\geq 85\%$  (Very Good).
- 4) Each student outcome will now be measured utilizing two measures with minimal adjustments in measures utilized due to KPI changes.
- 5) For the professional dispositions standards, all measures will be evaluated at a  $\geq 90\%$  (Excellent).

## **F) Enrollment Data - Student Persistence & Completion Patterns**

- Total Students
  - Summer 2019 - 172 enrolled
  - Fall 2019 - 197 enrolled
  - Spring 2020 - 251 enrolled
- Graduates
  - Summer 2019 - 3
  - Fall 2019 - 19
  - Spring 2020 - 13
- Students on Development Plans
  - Summer 2019 (22, 0 Dismissed)
  - Fall 2019 (23, 2 Withdrew, 1 Dismissed)
  - Spring 2020 (26, 3 Withdrew, 0 Dismissed)
- 2019/2020 Retention Rates
  - 274 Total Active Students
  - 40 withdrawn
  - 85.4% Retention Rate
- Licensure Examination Rate: Testing Pass Rate
  - 84% (16 pass/3 Fail)
- Gender
  - 191 Females
  - 39 Males
  - 2 Other
- Ethnicity
  - 16 Hispanic/Latino
  - 51 Other
  - 8 Unknown
  - 147 Non-Hispanic
- Age
  - 22-24: 23
  - 25-29: 73
  - 30-34: 57

- 35-39: 55
- 40-49: 59
- 50-64: 60
- 65+: 2

- Disability Status: 38 of 251 students currently utilize disability accommodations